

Review of: "Challenges of Learners with Disabilities in Open Schools in India"

Sanjoy Kar

Potential competing interests: No potential competing interests to declare.

The abstract provides a brief overview of the paper's contents and presents the research questions, objectives, and methodology. It gives a clear picture of what the paper aims to achieve and how it intends to do so. The abstract could be more concise and precise.

The paper presents new and significant information about the challenges faced by learners with disabilities in open schools in India. It highlights the need for a strong open education system that caters to the needs of this vulnerable group. The paper demonstrates an adequate understanding of the relevant literature in the field and cites an appropriate range of literature sources. The authors have also identified the gaps in the existing literature and have attempted to fill them with their research.

The paper's argument is built on an appropriate base of theory, concepts, and ideas. The research presents a mixed-method research design, with two phases. The first phase is based on a survey design, while the second phase is a quasi-experimental design. The study's purpose is to explore the challenges of learners with disabilities and to evaluate the effectiveness of the Universal Design for Learning (UDL) framework in meeting their educational needs. The sample of the study consists of 50 learners with disabilities from the National Institute of Open School, who were purposively selected. The research tools used in the study were questionnaire, UDL content, pre-test, and post-test tools. The study's findings reveal that the learners with disabilities enrolled with NIOS require content to be presented in a modified and adapted form. Moreover, the UDL framework can be effective in meeting the educational needs of learners with disabilities. However, the enrolment of learners with disabilities in NIOS seems to be decreasing. The study's design and methodology are appropriate, and the data gathering and analysis techniques are well-suited to the research questions. However, the study's sample size is relatively small, and the study is conducted in a single institution. Therefore, it is essential to be cautious in generalizing the study's findings. Nonetheless, the study offers insights into the challenges faced by learners with disabilities in open schools in India, and the UDL framework's potential to meet their needs.

The results are presented clearly and analyzed appropriately. The conclusions tie together the other elements of the paper adequately. The paper shares the findings of the two small-scale pieces of research and is presented in two sections. The first section presents the challenges, and the other section shares the outcome of the intervention, which was provided to the learners based on the findings of the first section's research.

The paper identifies the implications for research, practice, and society clearly. It bridges the gap between theory and practice, and the research can be used in practice to improve the current practices of existing open schools. The

recommendations provided in the paper can also influence public policy and contribute to the body of knowledge. The implications are consistent with the findings and conclusions of the paper.

Overall, the article provides valuable insights into the challenges faced by learners with disabilities in open schools in India and suggests ways to improve the current practices. The research is well-designed, and the results are presented clearly. The paper's recommendations have important implications for research, practice, and society, and the authors have done a good job of linking the findings to the literature in the field.